



Beck Academy

901 Woodruff Road
Greenville, SC 29607-2514

| | | |
|-----------------------|------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 996 Students | |
| Principal | Dr. J. Brodie Bricker | 864-355-1400 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Dr. Keith Ray | 864-288-0476 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | Average | Average |
| 2007 | Average | Below Average |
| 2006 | At-Risk | At-Risk |
| 2005 | Below Average | At-Risk |
| 2004 | Below Average | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

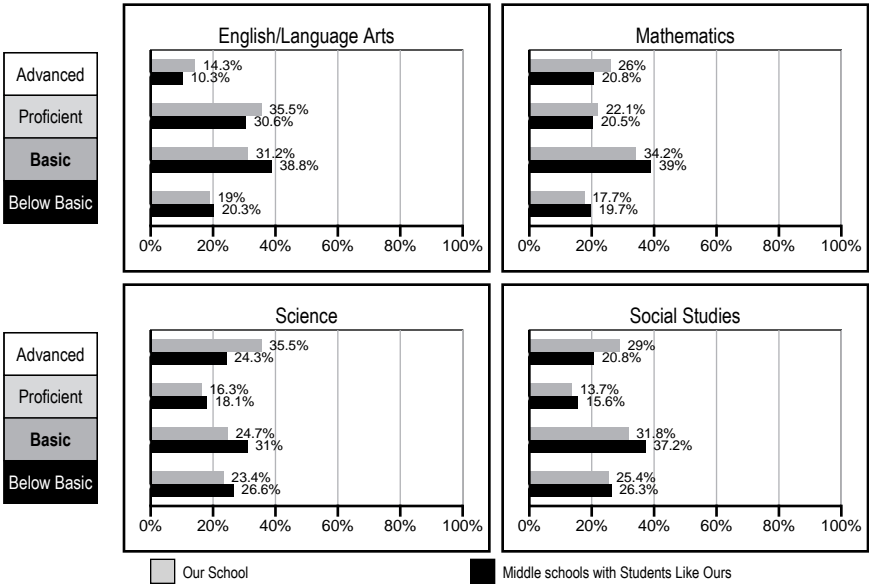
Percent of students tested in 2007-08 whose 2006-07 test scores were located 93.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 6 | 24 | 3 | 1 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 98.7 | 97.3 |
| English 1 | 100.0 | 93.4 |
| Physical Science | 0 | 40.5 |
| All Subjects | 99.0 | 96.8 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|---------------|-----------------------|--|----------------------|
| Students (n=996) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 29.9% | Down from 54.1% | 30.7% | 19.4% |
| Retention rate | 0.8% | Down from 2.4% | 1.8% | 1.8% |
| Attendance rate | 95.8% | Down from 96.2% | 96.3% | 95.8% |
| Eligible for gifted and talented | 28.9% | Up from 28.7% | 26.0% | 15.3% |
| With disabilities other than speech | 15.0% | Up from 14.8% | 11.0% | 12.9% |
| Older than usual for grade | 1.9% | Up from 1.5% | 1.9% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.6% | Down from 9.9% | 1.1% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=68) | | | | |
| Teachers with advanced degrees | 51.5% | Up from 45.8% | 59.6% | 55.0% |
| Continuing contract teachers | 60.3% | Up from 51.7% | 75.4% | 70.6% |
| Teachers with emergency or provisional certificates | 4.9% | Down from 8.6% | 3.7% | 5.4% |
| Teachers returning from previous year | 77.1% | Up from 65.5% | 84.1% | 83.4% |
| Teacher attendance rate | 96.4% | Up from 95.4% | 95.3% | 94.9% |
| Average teacher salary | \$41,113 | Up 1.2% | \$46,811 | \$44,706 |
| Professional development days/teacher | 7.8 days | Down from 9.2 days | 11.7 days | 11.8 days |
| School | | | | |
| Principal's years at school | 5.5 | Up from 4.5 | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 22.4 to 1 | Up from 22.3 to 1 | 21.6 to 1 | 20.1 to 1 |
| Prime instructional time | 91.2% | Up from 89.9% | 90.2% | 89.3% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.3% | Up from 97.2% | 98.0% | 98.0% |
| Character development program | Below Average | No Change | Good | Good |
| Dollars spent per pupil* | \$6,273 | Down 18.1% | \$6,285 | \$7,097 |
| Percent of expenditures for instruction* | 64.1% | Up from 60.7% | 66.8% | 64.4% |
| Percent of expenditures for teacher salaries* | 58.9% | Up from 57.2% | 63.3% | 59.4% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Beck administration, faculty, and staff continue to focus on quality instruction, proactive discipline, and a positive school climate.

A grant from the state provided funds for additional professional development to address improvement of student achievement. The MAP testing provides diagnostic information on individual student achievement and is being used to target instruction. The PACT scores for the 06-07 school year continue to show gains in the percentage of students scoring Basic and above in all core subjects in all grades. Strategies, including daily review of math standards, the use of peer tutors, use of PACT prep materials, flexible grouping to address the growth needs of students as indicated by MAP results, Math and Reading tutorial classes, use of differentiated instructional strategies, and Compass Odyssey, have been implemented in an effort to improve test scores. Academic achievement and improved PACT scores continue to be our top priority. The school portfolio's action plan and the IB self-study will be used to guide the path of instruction for Beck Academy.

Since moving into our beautiful new facility in 06-07, the student population has increased by more than 250 students. The new facility provides classrooms with state-of-the-art technology, science labs, computer labs, and new athletic facilities, providing a positive learning environment for our students.

J. Brodie Bricker, Principal
Joni Algary, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 54 | 235 | 76 |
| Percent satisfied with learning environment | 87.0% | 69.8% | 82.4% |
| Percent satisfied with social and physical environment | 98.1% | 72.7% | 76.0% |
| Percent satisfied with school-home relations | 96.3% | 85.5% | 78.9% |

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 23 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 1.9% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4% | 6.8% |

| | | | |
|---|------------|-----------------|---------------------|
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 8.1% | 0.0% | No |
| Student attendance rate | 95.8% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 966 | 99.5 | 19.2 | 32.4 | 35.1 | 13.4 | 58.4 | 52.4 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 476 | 99.2 | 25 | 31.9 | 33.1 | 10 | 53.2 | 46.1 | 41.7 | N/A | N/A |
| Female | 490 | 99.8 | 13.8 | 32.8 | 36.9 | 16.6 | 63.3 | 59.1 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 530 | 99.1 | 9 | 26.5 | 46.2 | 18.3 | 74.3 | 62.3 | 60 | Yes | Yes |
| African American | 340 | 100 | 37.7 | 40.4 | 17.2 | 4.6 | 31.5 | 31.7 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | 37 | 100 | 5.7 | 20 | 42.9 | 31.4 | 85.7 | 74.9 | 70.4 | I/S | I/S |
| Hispanic | 57 | 100 | 20 | 50 | 26 | 4 | 44 | 36.7 | 38.4 | Yes | Yes |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 58.7 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 136 | 97.8 | 55.5 | 26.1 | 6.7 | 11.8 | 21 | 20.3 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25 | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 54 | 98.2 | 23.9 | 54.3 | 17.4 | 4.3 | 39.1 | 36.1 | 36.9 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 327 | 99.7 | 37.8 | 42.7 | 14.6 | 4.9 | 30.6 | 34.3 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 966 | 99.5 | 18.7 | 35.5 | 20.9 | 24.9 | 56.5 | 49.5 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 476 | 99 | 20.1 | 34.5 | 18.5 | 26.9 | 55.1 | 49.9 | 45.6 | N/A | N/A |
| Female | 490 | 100 | 17.4 | 36.4 | 23.1 | 23.1 | 57.7 | 49 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 530 | 99.3 | 8.5 | 30 | 24.3 | 37.2 | 73.8 | 59.4 | 59 | Yes | Yes |
| African American | 340 | 99.7 | 36.8 | 44.7 | 13.6 | 5 | 27.5 | 27.2 | 26.9 | No | Yes |
| Asian/Pacific Islander | 37 | 100 | 5.7 | 14.3 | 31.4 | 48.6 | 85.7 | 75.3 | 71.3 | I/S | I/S |
| Hispanic | 57 | 100 | 22 | 48 | 24 | 6 | 36 | 37.4 | 38.1 | Yes | Yes |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 52.4 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 136 | 97.1 | 55.5 | 31.9 | 6.7 | 5.9 | 22.7 | 20.1 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 30 | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 54 | 100 | 25.5 | 48.9 | 14.9 | 10.6 | 31.9 | 38.4 | 38.7 | No | Yes |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 327 | 99.4 | 38.2 | 45.5 | 11.5 | 4.9 | 26.4 | 32.2 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 683 | 99.4 | 22.5 | 24.6 | 17.1 | 35.9 | 53 | 39.3 | 35.7 | 95.8 | 96.5 |
| Gender | | | | | | | | | | | |
| Male | 332 | 99.1 | 22.8 | 22.2 | 15.9 | 39.1 | 55 | 41.6 | 37.4 | 95.2 | 96.4 |
| Female | 351 | 99.7 | 22.2 | 26.8 | 18.2 | 32.9 | 51.1 | 36.9 | 33.8 | 96.3 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 378 | 99.2 | 9.5 | 20.7 | 19.3 | 50.4 | 69.7 | 49.7 | 49.2 | 96.2 | 96.4 |
| African American | 238 | 99.6 | 45.9 | 30.1 | 14.4 | 9.6 | 23.9 | 18.2 | 17 | 95 | 96.4 |
| Asian/Pacific Islander | 24 | 100 | 13 | 8.7 | 13 | 65.2 | 78.3 | 60.9 | 58 | 97.5 | 97.7 |
| Hispanic | 41 | 100 | 21.6 | 40.5 | 10.8 | 27 | 37.8 | 23.7 | 24.9 | 95.5 | 96.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 34.2 | 37.4 | N/A | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 100 | 98 | 53.4 | 20.5 | 15.9 | 10.2 | 26.1 | 16.3 | 14 | 93.6 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 20 | 21.9 | N/A | 96.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 36 | 100 | 32.3 | 35.5 | 9.7 | 22.6 | 32.3 | 22.6 | 24.4 | 95.9 | 97.2 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 224 | 99.6 | 45.2 | 30.5 | 14.7 | 9.6 | 24.4 | 21.3 | 21.1 | 94.1 | 95.8 |

Social Studies

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 670 | 99.1 | 24.4 | 31.6 | 14.4 | 29.5 | 44 | 38.1 | 34 | 95.8 | 96.5 |
| Gender | | | | | | | | | | | |
| Male | 322 | 99.1 | 25.2 | 29.5 | 13.1 | 32.2 | 45.3 | 41 | 36.6 | 95.2 | 96.4 |
| Female | 348 | 99.1 | 23.7 | 33.5 | 15.7 | 27.1 | 42.8 | 35 | 31.3 | 96.3 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 377 | 98.9 | 11.5 | 30.3 | 18.5 | 39.6 | 58.1 | 46.1 | 44.5 | 96.2 | 96.4 |
| African American | 228 | 99.1 | 46.2 | 35.6 | 7.7 | 10.6 | 18.3 | 20.5 | 19.1 | 95 | 96.4 |
| Asian/Pacific Islander | 26 | 100 | 8 | 20 | 20 | 52 | 72 | 60.2 | 58.9 | 97.5 | 97.7 |
| Hispanic | 39 | 100 | 38.2 | 29.4 | 8.8 | 23.5 | 32.4 | 27.7 | 27.5 | 95.5 | 96.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 28.3 | 32.7 | N/A | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 90 | 96.7 | 55.6 | 22.2 | 11.1 | 11.1 | 22.2 | 17.1 | 14.4 | 93.6 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 28.6 | 22.6 | N/A | 96.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 33 | 97 | 35.7 | 35.7 | 10.7 | 17.9 | 28.6 | 27.6 | 27.3 | 95.9 | 97.2 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 219 | 98.6 | 47.2 | 30.5 | 13.2 | 9.1 | 22.3 | 22.8 | 21 | 94.1 | 95.8 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 375 | 98.1 | 24.1 | 30.3 | 29.2 | 16.4 | 45.6 |
| | 7 | 256 | 98.4 | 18.9 | 39 | 38.2 | 3.9 | 42.1 |
| | 8 | 217 | 98.2 | 21.4 | 46.9 | 21.9 | 9.7 | 31.6 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 312 | 99.7 | 17.1 | 27.6 | 38.8 | 16.4 | 55.2 |
| | 7 | 394 | 99.2 | 18.9 | 30.3 | 36.1 | 14.8 | 50.8 |
| | 8 | 260 | 99.6 | 22.3 | 41.2 | 29 | 7.6 | 36.6 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 375 | 99.5 | 18.8 | 28.7 | 26.4 | 26.1 | 52.5 |
| | 7 | 256 | 99.2 | 25.4 | 38.6 | 14.5 | 21.5 | 36 |
| | 8 | 217 | 98.6 | 36.2 | 38.8 | 13.8 | 11.2 | 25 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 312 | 99.7 | 16.8 | 29 | 24.5 | 29.7 | 54.2 |
| | 7 | 394 | 99.2 | 16.6 | 32.2 | 21 | 30.2 | 51.2 |
| | 8 | 260 | 99.6 | 24.4 | 48.3 | 16.4 | 10.9 | 27.3 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 195 | 99 | 29 | 27.3 | 16.5 | 27.3 | 43.8 |
| | 7 | 256 | 99.2 | 27.4 | 31.9 | 18.6 | 22.1 | 40.7 |
| | 8 | 110 | 99.1 | 26.9 | 36.6 | 18.3 | 18.3 | 36.6 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 157 | 100 | 33.3 | 18.4 | 19.1 | 29.1 | 48.2 |
| | 7 | 390 | 99 | 18.8 | 27.9 | 15.5 | 37.8 | 53.3 |
| | 8 | 136 | 100 | 21 | 21.8 | 19.4 | 37.9 | 57.3 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 191 | 99 | 13.2 | 29.3 | 24.6 | 32.9 | 57.5 |
| | 7 | 256 | 98.4 | 39.4 | 34.1 | 13.7 | 12.8 | 26.5 |
| | 8 | 110 | 96.4 | 30.9 | 58.8 | 7.2 | 3.1 | 10.3 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 156 | 98.7 | 8.2 | 21.9 | 20.5 | 49.3 | 69.9 |
| | 7 | 391 | 99 | 29.2 | 30.3 | 11.8 | 28.7 | 40.5 |
| | 8 | 123 | 100 | 29.8 | 48.2 | 14.9 | 7 | 21.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample